

INTELLIGENCE COMMUNITY INFORMATION REQUEST

AGENCY UNIQUENESS

This portion of the Panel's work is geared to developing a general framework which can be used in discussing why the intelligence community needs flexibility in its human resource management systems. To look to the future, the Panel needs to better understand the rationale that has been the basis for granting special personnel authorities to the intelligence agencies. This assessment will aid in determining whether these rationales, and thus past authorities, will be sufficient for developing human resource management systems for the next decade.

To begin this effort, we would like each intelligence agency to list the rationales on which special personnel authorities have been based. This list should include reasoning cited by either the executive, legislative or judicial branches, and would include that cited in:

- Executive Orders
- Authorization legislation
- Appropriation legislation
- Judicial rulings.

Most useful to the Panel will be a narrative, with the list appended, which looks behind the specific citations to the legislative history or majority/minority opinions in court cases. What were some of the reasons for giving an intelligence agency greater flexibility (or whatever) than is embodied in the standard civil service system?

After examining the narrative, the Panel may ask for a few specific examples of how different rationales/criteria have been applied. They will not want an exhaustive list, and this may be achieved through project staff interviews with agency staff, rather than a formal request.

Due Date: June 1

May 12, 1988

INTELLIGENCE COMMUNITY INFORMATION REQUEST

FUTURE MISSION OF IC AGENCIES

This portion of the Panel's work will examine the extent to which past experience and future missions of the intelligence agencies are sufficiently well-defined to serve as a framework for designing flexible human resource management systems to meet a wide range of operating circumstances and changing needs.

- 1) Review approved fiscal year 1984-1988 budgets and identify new intelligence initiatives. For each initiative listed, indicate projected start up date and the outyear staffing and skill level implications of the initiative.
- 2) Provide a listing of current long range mission documents.
- 3) Specify the current status of the Inman-directed "Intelligence Capabilities 1985-1990" study and the "National Foreign Intelligence Strategy."

(Note: data on past staffing trends, asked for in the information request for Task 5, Staffing, will be used to prepare the working papers for this Task.)

REPORT REQUESTED BY MAY 26.

May 11, 1988

2

INTELLIGENCE COMMUNITY INFORMATION REQUEST

WORKFORCE OF THE FUTURE

Unlike the other areas, an analysis of the U.S. workforce of the future will largely involve data generated outside the intelligence agencies. However, before beginning outside data gathering, it will be useful to have material the agencies have on the following subjects, or any suggestions as to information sources.

- 1) Likely skill shortages
- 2) Changes to staffing patterns due to advancements in information technology or other reasons
- 3) Continued availability of current hiring sources (i.e. U.S. universities, former military, etc.)
- 4) Changes in the composition of U.S. university graduating classes.

REPORTS REQUESTED BY MAY 26

May 11, 1988

3

CREATING A MORE DIVERSE WORKFORCE

AGENCY INFORMATION REQUEST

This portion of the study will examine the equal employment efforts of each intelligence agency, and determine what each agency is doing to enhance the representation of female and minority staff in their organizations.

- 1) Using the attached charts, show distribution of Professional, Administrative, Technical, Clerical and Other staff by grade, race and sex.
- 2) Provide entry level hiring and retention data on women and minorities in significant occupation groups since 1982. Each IC agency will determine, with NAPA, its own significant occupation groups.
- 3) Provide data showing the ratio of promotions of women and minorities compared to agency wide promotions since 1982.
- 4) Provide a list of recruitment/selection tests used by each IC agency and the status of the validation of each test.
- 5) Describe actions taken to enhance representation of minority and female staff at all levels of the organization.

Due Date: June 1

May 18, 1988

4

	TOTAL	TOTAL	WHITE	BLACK	HISPANIC	ASIAN/ PACIFIC ISLANDER	AMERICAN INDIAN/ ALASKAN NATIVE	
ALL	FEMALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
YEAR: NUMBER	NUMBER %	NUMBER %	NUMBER %	NUMBER %	NUMBER %	NUMBER %	NUMBER %	NUMBER %
PROFESSIONAL								
1982:								
↓								
1987:								
ADMINISTRATIVE								
1982:								
↓								
1987:								
TECHNICAL								
1982:								
↓								
1987:								
CLERICAL								
1982:								
↓								
1987:								
OTHER								
1982:								
↓								
1987:								
TOTAL WHITE COLLAR								
1982:								
↓								
1987:								
TOTAL BLUE COLLAR								
1982:								
↓								
1987:								
TOTAL								
1982:								
↓								
1987:								

GRADE RANGE	YEAR	TOTAL %	MEN %	WOMEN %	WHITE %	BLACK %	HISPANIC %	ASIAN/PACIFIC ISLANDER %	AMERICAN INDIAN/ALAS. NAT %
GS 1-4	1982 ↓ 1987								
GS 5-8	1982 ↓ 1987								
GS 9-12	1982 ↓ 1987								
GS/GM 13-15	1982 ↓ 1987								
GS/GM 16-18 INCL. SES	1982 ↓ 1987								
OTHER WHITE COLLAR	1982 ↓ 1987								
TOTAL WHITE COLLAR	1982 ↓ 1987								

INTELLIGENCE COMMUNITY INFORMATION REQUEST

STAFFING

The purpose of work in this area is to determine if there are current or projected skill shortages and retention problems -- of quality staff -- and whether these threaten agency mission accomplishment. If such shortages do or will exist, the Panel will develop suggestions for short or long range actions the intelligence agencies can take to address them. In addition, the Panel will assess staffing patterns since 1960, with special emphasis on the extent to which changing congressional staff authorization levels have affected agencies' abilities to recruit and retain quality staff.

Critical Skill Shortages and Retention.

1. Identify your agency's five most critical skill occupations. Provide staffing levels (EOY authorized and assigned) for the last 5 years. Discuss any significant vacancy problems and indicate how such problems were addressed/resolved.
2. Provide attrition data for the critical skills identified for the past 5 fiscal years. Show attrition for each skill by grade and by years of service (0-2, 2-5, 5-10, over 10). Identify any significant concerns/problems relating to attrition in these skills. Provide data as available on reasons for attrition (e.g. higher paying job, better benefits, desire to change geographic location, accompany spouse, retirement, etc.) and where they go (e.g. industry, other government, self-employment, etc.).
3. Discuss hiring strategies and success/failure in meeting critical skill hiring goals. Identify any specific problems in recruiting. Describe any alternative hiring to offset critical skill shortfalls.
4. Identify your main recruitment sources for critical skill occupations and assess availability/relative size of recruitment pools for these skills. Discuss your capability to meet your projected critical skill hiring requirements.
5. Describe any incentives used to attract and hire critical skill people (e.g. special salary scales, travel and transportation allowances, educational sponsorship, etc.).
6. Identify major problems of competition in the market place (i.e. private sector, other government agencies, etc.) Assess your agency's competitive status for critical skill hires - provide some quantitative MEASURES for this assessment, if possible.
7. Describe any cooperative efforts with other Intelligence Community agencies as regards hiring.

8. What is the impact of pre-employment processing requirements on your hiring program, especially for critical skill occupations? Consider such matters as extended processing time, security and medical processing requirements, delay in offer of employment, etc. (Note: Specific figures on the time required for security clearances are not necessary. This data is requested in the Personnel Security Information Request.)

9. Provide any available data on cost per hire and other costs (formal and on-the-job training, etc.) to bring newly hired critical skill employees to an acceptable performance level.

10. Identify and describe your agency's quality measure for each of your critical skill hires. Describe, in general terms, the relative quality of critical skill personnel you have lost through attrition.

11. Compare the quality of your critical skill hires, if possible, to the quality of comparable hires in the private sector. (Use such measures as GPA, best schools, top 10% of class, etc.) Identify, if known, the principal reasons for declinations.

12. Identify any major staffing problems not previously covered and provide specifics as to cause and effect. (Problems may relate to occupations other than the previously identified critical skills and to other staffing matters such as field staffing.)

13. Do you anticipate any requirements for new or significantly changed skills considered mission critical? Will there be a need to develop new sources/markets? Do you envision any problems in obtaining these skills in the numbers required?

Changing Staffing Levels

1. Provide end of year total authorized and assigned strength data for your agency for each year from 1960 to present.

2. Provide reasons for any major increases or decreases in authorized strength and assess the impact of these changes on your staffing program and mission accomplishment.

3. Discuss any significant problems which you have faced since 1960 regarding changes in skill mix requirements and assess the impact of these changes on staffing and mission accomplishment.

Due Date: June 1

May 11, 1988

8

INTELLIGENCE COMMUNITY INFORMATION REQUEST

TRAINING AND CAREER DEVELOPMENT

General: You are requested to provide descriptive and quantitative data on your organization's training and career development programs and related activities, as specified below, as well as your organization's views as to their quality and adequacy. You may add other information or perspectives, as long as you cover the specific requests and use the provided schedules. One purpose of this inquiry is to compare programs in terms of scale of effort, and it is necessary to have comparable data in order to accomplish this.

Specific requests:

- 1) Describe your policies, objectives and programs for training and retraining of permanent, civilian personnel. Organization views as to the quality and adequacy of these programs are requested. Quantitative data on the training/retraining program are requested using the format set out in Schedules A and B.
- 2) Describe your policies, objectives, program and activities (other than training) related to career development (such as aptitude and preference testing, career counselling, and developmental assignments, as well as usage of information manuals or handbooks). Organization views as to the quality and adequacy of career development programs and activities are requested.
- 3) Describe how your training and career development programs are linked or related. If the programs for some groups of employees (different grades, different units within the organization, or different occupational groups) are tied more closely or differently than others, please identify and explain. Each organization is also asked to identify the resources devoted to training using the format in Schedule C. Views as to the adequacy of resources are requested.
- 4) Indicate whether you have planning processes or mechanisms related to training and career development, as follows:
 - a. A long range training plan, describing the plan, the way it is used and whether/how the plan is linked to current and future organization missions.
 - b. A long range workforce plan and whether/how the plan is linked to training and career development.
 - c. Succession planning and whether/how the process is linked to training and career development.

12 May 1988

10

SCHEDULE A

TRAINING BY LOCATION DURING FY 1987

(Organization)

<u>Number of</u> <u>Enrollments</u>	<u>Time Spent</u> <u>In Training</u> (1)	<u>Average Days</u> <u>Training Per</u> <u>Employee</u> (2)	<u>Costs</u> (3)
--	---	---	------------------

Subtotal, training conducted
inside the organization (4)

Subtotal, training conducted
outside the organization

TOTAL, TRAINING

(1) Give in days or years; 230 days equate to one year. For part-time training, double the time spent in classroom instruction and convert to days using the standard eight-hour workday.

(2) Divide organization workyears during the fiscal year by the total time spent in training.

(3) Dollars in thousands; use budget figures.

(4) Attendance only in formal courses; do not include on-the-job training.

SCHEDULE B

TRAINING BY TYPE DURING FY 1987

(Organization)

	<u>Number of Enrollments</u>	<u>Time Spent In Training</u> (1)	<u>Average Days Training Per Employee</u> (2)	<u>Costs</u> (3)
Subtotal, Management and supervisory training				
Subtotal, executive development training				
Subtotal, mandated skills training (4)				
Subtotal, training not in other subtotals				

TOTAL, ALL TYPES OF TRAINING

- (1) Give in days or years; 230 days equate to one year; for part-time training double the time spent in classroom instruction and convert to days using the standard eight-hour workday.
- (2) Divide organization workyears during the fiscal year by the total time spent in training.
- (3) Dollars in thousands; use budget figures.
- (4) Indicate by separate noting if mandated skills training includes management and supervisory or executive development training.

12

SCHEDULE C

RESOURCES DEVOTED TO TRAINING AND CAREER DEVELOPMENT DURING FY 1987

(Organization)

Total
Staff
Years

Staff Years
Per 100
Employees

○ Staff assigned to training and
career development activities

INTELLIGENCE COMMUNITY INFORMATION REQUEST

PERSONNEL SECURITY

The portion of the Panel's work will determine the impact of the more stringent personnel security requirements of the IC agencies on their ability to attract and retain top quality staff.

1) Personnel security procedures and timeframes

- Copies of appropriate portions of personnel or procedures manuals pertaining to security clearances (initial and reinvestigation).
- Breakdown of time it takes to complete the process, broken down by major components of the process, if possible.

2) Impact of security investigation on agency selection process.

- Statistics on those not hired (1985 - 87) because they do not meet security requirements.
- Data on numbers who withdrew their employment application during the security review process (1985 - 87). Of this number, how many cited some aspect of the security process -- i.e. length of time, intrusive nature of investigation -- as the reason for withdrawing.

3) Extent of impact of security process on lifestyle/family issues.

- Number of staff who cite as their reason for leaving some aspect of the security requirements -- i.e. reinvestigation, family travel limitations, etc. (1985 - 1987)

4) Impact of involuntary staff separations on agency security.

- Number of staff removed per year, reasons for removal (broadly categorized), and security clearance level of those removed for 1985 - 87.
- Agency policies on assessing the level/type of classified information removed staff have, and whether there is a risk that removed staff will act against the national security interest.

Examples of alternatives other than removal -- for those employees deemed a security risk if separated -- and extent to which agencies use these alternatives.

13

5) Views on the polygraph examination as a security tool.

- Agency suggestions on background literature.
- Agency views on using the polygraph as a screening device, and rationale on when it is used in the clearance process.

Due date: June 1

May 11, 1988